GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

UNSTARRED QUESTION NO:2374
ANSWERED ON:07.08.2001
COMMERCIALISATION OF EDUCATION
NAWAL KISHORE RAI;SUSHIL KUMAR INDORA

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether India and China have mutually decided to oppose commercialisation of education at all the forums including the World Trade Organization;

(b) if so, the ill effects likely to be suffered by the society as a result of commercialisation of education;

(c) whether allowing for foreign capital investment and privatisation in higher education system in the country likely to add to commercialisation of education; and

(d) if so, the reaction of the Government thereto and the steps proposed to be taken in this regard?

Answer

MINISTER OF HUMAN RESOURCE DEVELOPMENT (DR.MURLI MANOHAR JOSHI)

(a) China is not a member of the World Trade Organisation. The Recife Declaration of the E-9 Countries in which both China and India are members inter-alia acknowledge the crucial role of national governments in partnership with provincial governments, local bodies, non-governmental organisations and civil society in meeting the goals of Education for All.

(b), (c) & (d) The National Policy on Education (NPE), 1986, as revised in 1992, encourages non-government and voluntary effort including social activist groups to promote education subject to proper management. It also recommends suitable steps to prevent the establishment of institutions set up to commercialise education. Accordingly, State Governments have their own regulatory laws to regulate different aspects of education at various levels including matters like admissions, fee structure, recruitment of teachers, management of institutions, transaction of curriculum, setting up of new institutions etc. At the Central level, University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE) have been set up as statutory bodies to ensure proper maintenance of norms and standards in higher, technical and management education and teacher education respectively. All these organisations have laid down detailed norms, rules and regulations in their respective field of education. The Government, therefore, while in favour of public-private partnership in education, would not agree that this would necessarily lead to commercialisation of education. The partnership would provide for greater access to higher education, at the same time promoting up-gradation in quality.

Education is integrally linked with national development where partnership with the private sector would also need to be encouraged so as to optimise financial, physical and intellectual resources. This is all the more so in the context of the evolving educational scenario.